



# School Based Mental Health

Utah State Board of Education

# Presenter



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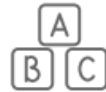
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# USBE Strategic Plan

## GOALS

The strategic plan provides four goals for the education system. The goals are written as results statements reflecting an ambitious outcome we aim for the system to provide for each student. USBE's role in achieving these goals is to create the conditions at the state level to enable local education agencies and leaders to achieve them in schools and classrooms across the state.



### Early Learning

Each student starts strong through early grades with a foundation in literacy and numeracy



### Personalized Teaching & Learning

Each student and educator has access to personalized teaching and learning experiences



### Safe & Healthy Schools

Each student learns in a safe and healthy school environment



### Effective Educators & Leaders

Each student is taught by effective educators who are supported by effective school leaders



# Safe and Healthy Schools



## Safe & Healthy Schools

Each student learns in a safe and healthy school environment

3A: Support districts and schools in creating and maintaining conditions for safe and healthy learning environments

3B: Increase adoption of evidence-based student health and wellness practices

3C: Build capacity of educators and other stakeholders to meet students' mental, emotional, and social needs



# Safe and Healthy Schools



1. Establishing a Positive and Supportive School Culture



2. Attending to School-based Mental Health



3. Securing the Building, Grounds and, Transportation



4. Screening, Training, and Supporting School Staff



5. Mitigating Student Safe School Violations



6. Providing Digital Safety Measures



7. Developing Community Prevention and Response Partnerships



8. Crisis and Emergency Response Protocol



9. Student Health Services



# School Based Mental Health

- School Based Mental Health can be divided into two categories: Services and Therapy

| Services  | Therapy  |
|---|--|
| <p>Services are supports that are provided in order to promote student wellness, social, emotional, and behavioral health, and coping skills necessary for meeting life's challenges. The provision of SBMH Services is limited to individuals trained to recognize mental health needs, advocate for mental health supports, and educate teachers, students, and parents about mental health related topics. These services most often include prevention activities, and individual and small group counseling.</p> | <p>Therapy is the treatment or prevention of mental illness as defined in Utah Code § 58-60-102(7). The provision of Mental Health Therapy is limited to individuals trained as mental health professionals and licensed by Division of Occupational and Professional Licensing (DOPL) to treat and prevent mental illness. School-based Mental Health Therapy most often includes individual or group therapy, as well as coordination with community-based mental health services.</p> |

# School Based Mental Health

## Accountability Report

- 273 grant funded personnel
- 2374 Any funding Source



# Grow Your Own

53F-5-218 and R277-380

- The Grow Your Own Educator Pipeline Program was created in Utah 2021 General Legislative Session and provides scholarships to school personnel interested in becoming:
  - licensed teachers
  - school counselors
  - school psychologists
  - school social workers



# Grow Your Own

## Applications and Grantees

### **Number of School District and Charters that Applied: 64 (47% of Total LEAs)**

- 21 School Districts
- 34 Charter Schools
- 2 Regional Education Service Agencies (representing 8 districts and 1 charter)

### **Number of School District and Charters Grants Approved:**

- 19 School Districts
- 21 Charter Schools
- 2 Regional Education Service Agencies (RESAs; representing 8 districts and 1 charter)

\*Numbers do not include data from Cohort 3 applications. Not available until after reports are submitted Oct. 13, 2023.

# Grow Your Own Funding

- Total Amount of Funding Available: \$9,200,000 one-time funds (across FY22-FY24)
- Total Amount of Funding Requested: \$18,043,744.10 (including cohorts 1 & 2)
- Total Amount of Funding Awarded to Cohort 1 (FY22/23): \$6,544,565.79
- Total Amount of Funding Awarded to Cohort 2 (FY23/24): \$4,234,650.00
- Total Amount of Funding Awarded to RESAs: \$450,000

\*Requested and funded amounts do not yet include data from Cohort 3 applications.

# School Based Mental Health Qualifying Grant

53F-2-415 and R277-622

- Utah State Board of Education (USBE) distributes money appropriated under this section to Local Education Agencies (LEAs) to provide targeted school-based mental health support. This includes clinical services and trauma-informed care, through employing or entering into contracts for services provided by qualifying personnel and/or behavioral health support personnel.



# School Based Mental Health Screening

53F-2-522 and R277-625

- Mental Health Screener is a tool or process used:
  - to identify if a student is experiencing, or is at risk of experiencing, issues related to the student's mental health; and
  - for an early identification strategy to detect the onset of mental health conditions, enabling the mental health conditions to be potentially addressed.
- It is NOT
  - a diagnostic tool or process;
  - a system or process used by a student's teacher; or
  - to observe behavior for the purpose of targeted learning interventions.

# Mental Health Screening

53F-2-522 and R277-625

- Mental Health Conditions for which the LEA may screen

| Anxiety  | Depression   | Suicidal Ideation                                  |
|--|--|--|
| Apprehensive uneasiness or nervousness; abnormal and overwhelming sense of apprehension and fear | A state of feeling unhappy; marked by inactivity, difficulty in thinking and concentration, a significant increase or decrease in appetite and time spent sleeping, feelings of dejection and hopelessness | Refers to thinking about, considering, or planning |

# Mental Health Screening

## 2023-2024 School Year

| Participating |    |     |       |
|---------------|----|-----|-------|
| Districts     | 35 | 41  | 85.4% |
| Charters      | 25 | 114 | 21.9% |

# School Counseling Program

R277-462

- Recommended school counselor ratio is 1:350 or better
  - 70 LEAs meet student to counselor ratio
  - 3 LEAs do not meet student to counselor ratio
- Approved Counseling Program
  - 73 LEAs with CTE add-on/School Counseling Program funding
    - 41 school districts have approved School Counseling Programs
    - 32 charter schools have approved School Counseling Programs



# School Climate

53G-8-802 and R277-623

School climate reflects how members of the school community experience the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements.

School climate includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement.

- U.S. Department of Education, Office of Safe and Healthy Students, 2016



# Barriers to a Positive School Climate

- Student experiences which contribute to poor school climate and low academic achievement may include:
  - Lack of connection
  - Lack of safety
  - Teasing
  - Bullying
  - Gangs
  - Negative relationships with adults and peers
  - Reactive punitive approaches to discipline



# School Climate Data

53G-8-802 and R277-623

- Utah State Board of Education (USBE)
  - In accordance with R277-623-4, data is utilized to measure and assess stakeholder perceptions of school environments through Utah in all K-12 public schools.
- Local Education Agencies (LEAs)
  - Evaluate a range of aspects of the educational environment to assess perceptions and identify specific strengths and weaknesses within a school.
- Data is available to review using the [Data Gateway](#)



# Grades K-2 Data

Do you like to come to School? >



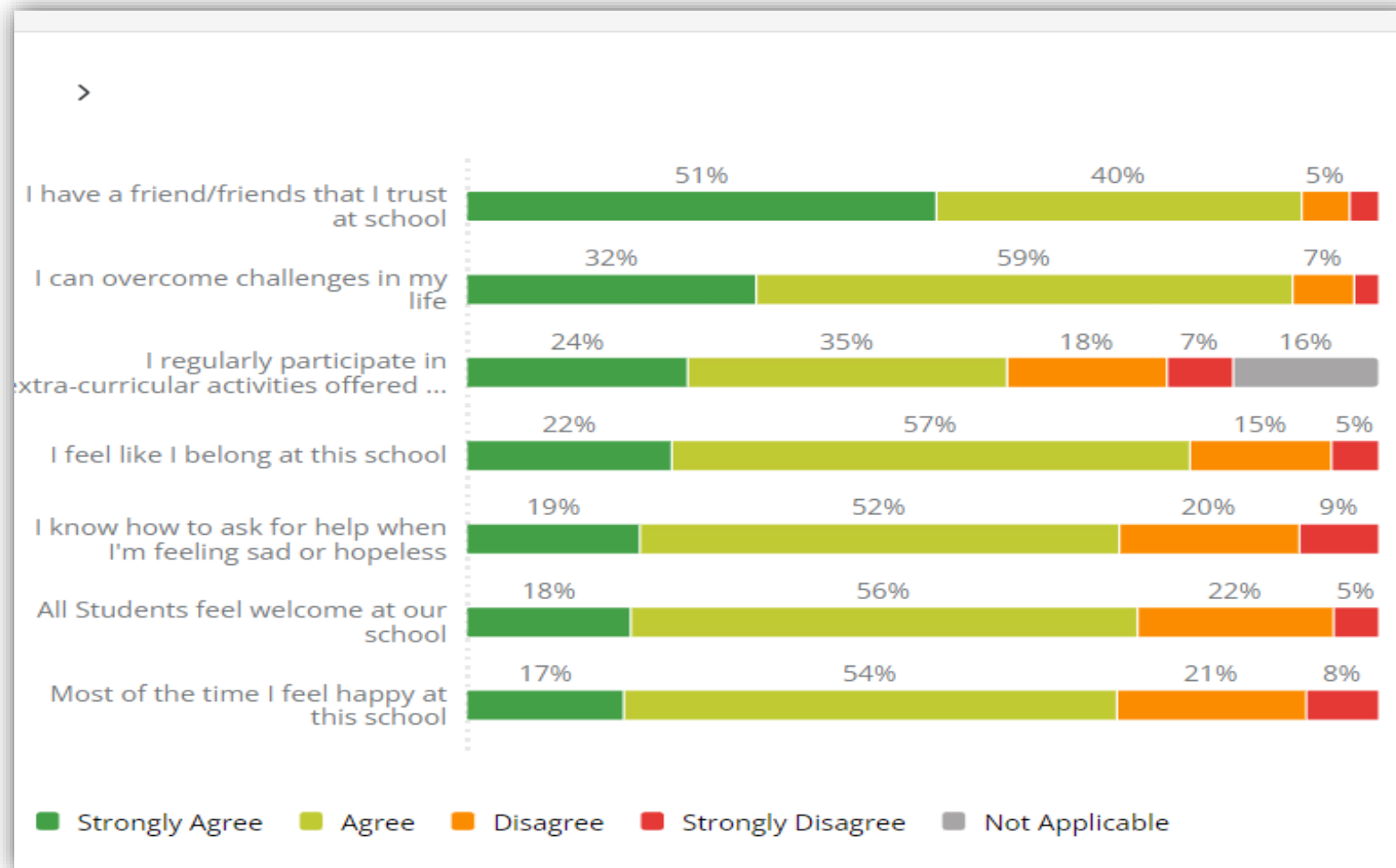
Are people at school happy to see you?



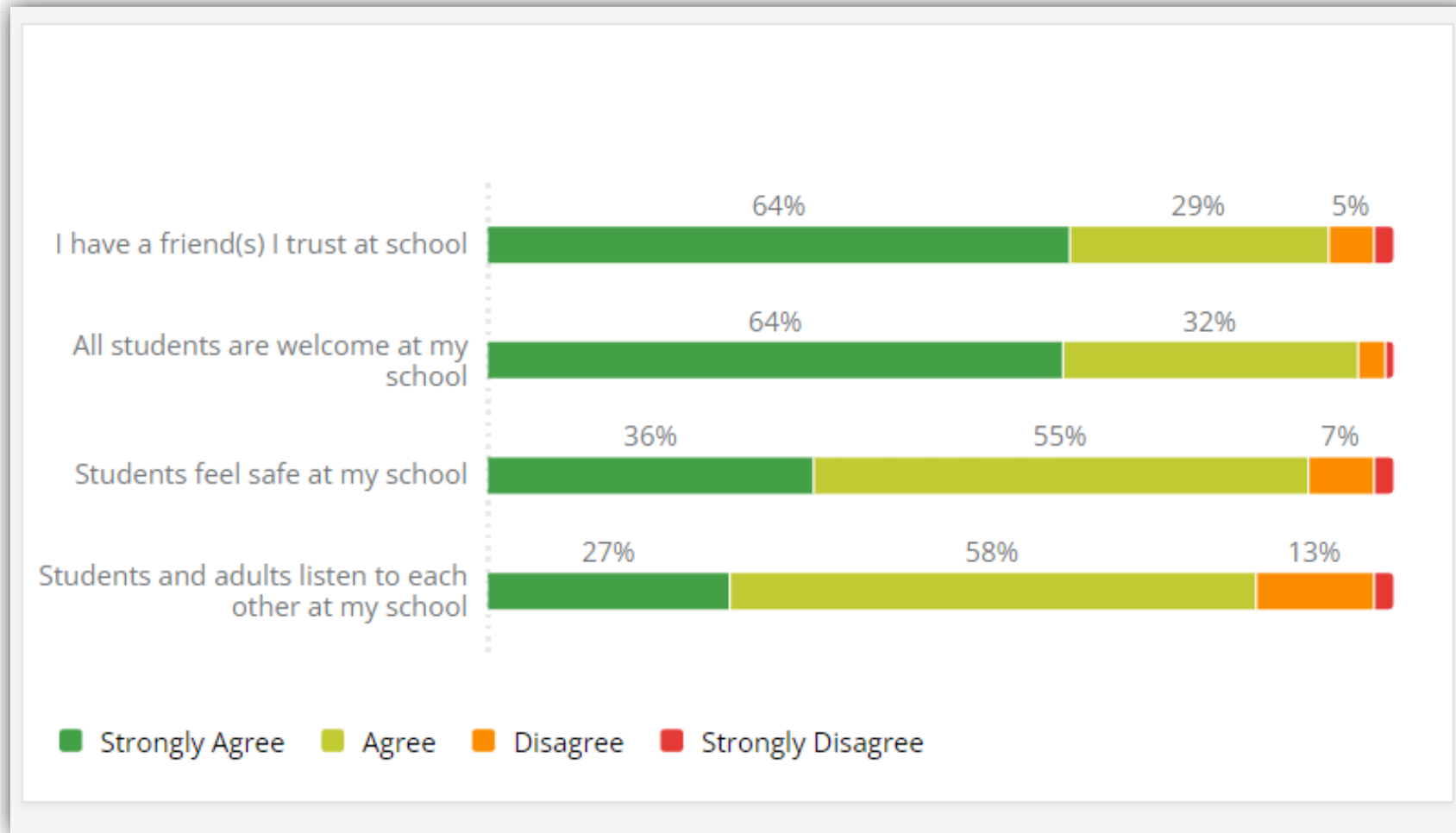
Do you have friends at school?



# Grades 6-12 Data



# Grades 3-5 Data



# Considerations

- Define and clarify best practices for services provided in schools
- Identify resource gaps in rural schools
- Identify resource gaps for educator wellness
- Continued support for school based mental health personnel
- Data gaps in services accessible and being used by LEAs

